

YEAR 7 FOCUS – COPING WITH CHANGE

TIME	STRATEGY	DESIRED OUTCOMES	RESPONSIBILITY / EVALUATION
Term 1	<ul style="list-style-type: none"> • Orientation Booklet • Welcome to Baulkham Hills High School – first day. Principal, Deputy Principals, Student Adviser, Assistant Student Adviser • Peer Support Program • Evening for Parents, Expectations of Selective High School – 15th Feb • Counselling of identified students of low self-esteem. (Counsellor, Student Adviser) • Anti-Bullying talks (1 period each class) • Study Skills Day (TBA). • The Tops Orientation Camp (19th & 20th March). 	<ul style="list-style-type: none"> - Understand the school structure: Report system, merit cards, school service, notification forms, late notes and leavers forms. Key items translated into appropriate languages. - Develop friendships, support groups and a sense of belonging. - Increase understanding of pressures and develop realistic expectations. - Identification of students "at risk". Accept themselves as worthwhile and valuable individuals. Value their own achievements. Recognise the need for and adopt a set of values. Develop the desire to achieve excellence. - Increase recognition of bullying behaviour and develop strategies to deal with it. - Improve goal setting and organisational skills. - Become organised - time managers. Improve organisation skills. - Develop friendships, support groups and a sense of belonging 	<p>Student Adviser, Principal and Deputy Principal, Assistant Student Adviser</p> <p>Principal, HT Welfare, P & C</p> <p>Counsellor, Student Adviser</p> <p>HT Welfare</p> <p>Student Adviser</p> <p>Student Adviser, Assistant Student Adviser, Peer Support Leaders, Other Teachers.</p>
Term 2	<ul style="list-style-type: none"> • Identification and withdrawal of students for small group work/Counselling/Support. • Peer Support Picnic (Friday1st June) • Verbal Combat Performance (25 May) 	<ul style="list-style-type: none"> - Individual improvement in specific area. - Establish communication links. - Develop friendships, support groups and a sense of belonging. - Increase recognition of bullying behaviour and develop strategies. 	<p>Student Adviser, Counsellor, HT Welfare</p> <p>All Teachers</p> <p>Peer Support Leaders, Peer Support Coordinators</p> <p>Student Adviser, Assistant Student Adviser</p>
Term 3	<ul style="list-style-type: none"> • Parent/Teacher Evening (21st August). 		

YEAR 7 FOCUS – COPING WITH CHANGE (Continued)

TIME	STRATEGY	DESIRED OUTCOMES	RESPONSIBILITY / EVALUATION
All Year	<ul style="list-style-type: none"> • Weekly assemblies • Welfare meetings - fortnightly • Monitoring of Students • Organisational and Study Skills for targeted students • Recognition Assemblies • Anti Racism Policy – Tolerance and Anti Discrimination • PDHPE Program <ul style="list-style-type: none"> - Personal Awareness - Working Together - Changing - Smoking - A Healthy Lifestyle - Child Protection 1 • Half Yearly, Yearly Reports • Cadets, SRC, Band, Outreach • Year Assemblies 	<ul style="list-style-type: none"> - Access for students to Year Advisers - Communicaton, monitoring and discussionof student welfare & progress. - Improved motivation, organisation and performance. - Improve goal setting and organisational skills for targeted students. Address the immediate needs of students. - Enhance self-esteem through recognition of individual achievement. - Promote understanding and tolerance. - Accept themselves as they grow and change. - Value themselves as an important member of various groups. - Express a realistic perception of their personal capabilities. - Accept the importance of developing a personal value system. - Select appropriate human and material resources to assist in decision-making. - The ability to determine priorities for developing, maintaining healthy lifestyles. - Identify lifestyle decisions of importance. - Make positive contributions to group activity within both competitive and cooperation situations. - Be able to act to protect themselves in threatening situations. - Top students congratulated by Principal. - Underachievers referred to Learning Support Team and progress assisted and monitored by Student Adviser. - Develop leadership skills and social responsibility. - Develop a sense of group identity, develop leadership skills, enhance communication skills. 	<p>Student Adviser, Assistant Student Adviser, Nominated Teachers</p> <p>Student Adviser, Assistant Student Adviser</p> <p>Student Adviser, Deputy Principal</p> <p>ARCO, Peer Support Program</p> <p>PDHPE Faculty</p> <p>Student Adviser, Principal, Learning Support Team</p> <p>Respective teachers in charge</p> <p>Student Adviser, Assistant Student Adviser, Students</p>

YEAR 8 FOCUS - MOTIVATION AND PERFORMANCE

TIME	STRATEGY	DESIRED OUTCOMES	RESPONSIBILITY / EVALUATION
Term 1	<ul style="list-style-type: none"> • Targeted students assisted with organisation skills, goal setting and motivation. [Refer Year 7 Reports] • Refer Students to Learning Support Team • Homework Centre • High Resolves – Global Citizenship – TBC 	<ul style="list-style-type: none"> - Set goals, manage time more effectively develop positive attitudes, self-confidence, self acceptance. Improve study technique, exam techniques, self-motivation. Develop positive relationships. - Mentoring of students to achieve above. - Develop and enhance leadership skills. 	<p>Student Adviser, Assistant Student Adviser, Counsellor</p> <p>Student Adviser</p> <p>Student Adviser, HT Welfare</p>
Term 2	<ul style="list-style-type: none"> • Parent/Teacher Evening • Enough is Enough – Anti-Bullying – Ken Marslow –TBA 	<ul style="list-style-type: none"> - Enhanced Communication. - Healthy relationships/dealing with peer pressure/bullying. 	<p>All Teachers</p> <p>Student Adviser, Assistant Student Adviser, Counsellor, Brainstorm Productions</p>
Term 4	Jamberoo Excursion - TBA	-Social interaction	Year Advisers/Techers
All Year	<ul style="list-style-type: none"> • Recognition Assemblies • Individual Attention/Monitoring of Students/Mentoring • Underachievers - identified through teacher referral, achievement tests, assessments, reports • High achievers: <ul style="list-style-type: none"> - Gifted and Talented Programs - Encouragement to attend outside courses - Provision of extra opportunities, camps, enrichment curricular, clubs, mentors, competitions, acceleration 	<ul style="list-style-type: none"> - Positive reinforcement. - Individual improvement in specific areas. - Improvement in motivation, self-esteem and performance. Develop full potential. - Enriched knowledge. Enthusiasm for learning. 	<p>Deputy Principal, Student Adviser, Assistant Student Adviser</p> <p>Student Adviser, Assistant Student Adviser, Counsellor, HT Welfare, Learning Support team, Nominated Teachers</p> <p>Learning Support Team, Student Adviser, Assistant Student Adviser.</p> <p>Head Teachers, Student Adviser, Assistant Student Adviser.</p>

YEAR 8 FOCUS - MOTIVATION AND PERFORMANCE

TIME	STRATEGY	DESIRED OUTCOMES	RESPONSIBILITY / EVALUATION
	<ul style="list-style-type: none"> • Community Awareness Program • PDHPE Program <ul style="list-style-type: none"> - Lifestyle Disease - Fitness - First Aid and CPR - Alcohol 1 - Body Image - Child Protection 2 • Half Yearly, Yearly Reports • Cadets, SRC • Year Assemblies 	<ul style="list-style-type: none"> - Develop Community responsibility. - Distinguish between fact and opinion related to lifestyle issues. - Draw conclusions about lifestyle aspects based on accurate information. - Apply steps in decision making to a variety of lifestyle contexts. - Assess the impact their decisions may have on themselves and others. - Act to prevent themselves in threatening situations. - Higher self esteem. - Top students congratulated by Principal. - Underachievers referred to Learning Support Team and progress assisted and monitored by Student Adviser. - Develop leadership skills and social responsibility. - Develop a sense of group identity, develop leadership skills and enhance communication skills. 	<p>Student Adviser, SRC Coordinator</p> <p>PDHPE</p> <p>Student Adviser, Principal, Learning Support Team</p> <p>Respective teachers in charge</p> <p>Student Adviser, Assistant Student Adviser, Students</p>

YEAR 9 FOCUS – WHO AM I?

TIME	STRATEGY	DESIRED OUTCOMES	RESPONSIBILITY / EVALUATION
TERM 1	<ul style="list-style-type: none"> • Targeted students assisted with organization skills, goal setting and motivation (refer Year 8 reports) • High Resolves – Conflict Resolution & collective action 27th & 28th Feb 	<ul style="list-style-type: none"> - Manage time. Develop positive attitudes, self confidence/self acceptance. Improve study techniques, self motivation and exam techniques. Creative positive relationships. Improve goal setting and organisational skills. - Students gain an appreciation for conflict resolution and problems that are faced with global issues. 	<p>Student Adviser, Counsellor</p> <p>Student Advisers</p>
Term 2	<ul style="list-style-type: none"> • Duke of Edinburgh Training Day (12th June) • Year 9 Camp (13-15th June). Range of activities to build individual and group reliance skills • Parent Evening (TBA) • Parent/Teacher Evening • Y Lead Welfare Day 28th June 	<ul style="list-style-type: none"> - Increased skills and resilience - Motivation of students (especially boys). Enhanced self-esteem through the ability to accept and overcome challenges. Increased sense of social responsibility. - Enhance communication and involvement of parents. - Enhanced communication and increased understanding of pressures and develop realistic expectations. 	<p>D of E Coordinator</p> <p>Student Adviser, D of E Coordinators</p> <p>P&C, Principal</p> <p>Faculties</p>
Term 3	<ul style="list-style-type: none"> • High Resolves continues • Duke of Ed Test Walk – 16th & 17th August 	<ul style="list-style-type: none"> - Increased skills and resilience 	<p>Student Adviser</p>
Term 4	<ul style="list-style-type: none"> • High Resolves • Proposed White water rafting activity 	<ul style="list-style-type: none"> - Develop a sense of group identity, develop leadership skills and enhance communication skills. 	<p>Student Adviser</p>
All Year	<ul style="list-style-type: none"> • Recognition Assemblies • Monitoring of Students, Individual Attention (from Reports/Referrals) • Underachievers • Support groups on a needs basis for Emotional/Social Problems 	<ul style="list-style-type: none"> - Positive reinforcement. - Identify specific individuals/concerns and develop appropriate remediation program. - Realisation of full potential. - Ability to cope with specific problems. 	<p>Deputy Principal, Student Adviser</p> <p>Student Adviser, Assistant Student Adviser, Counsellor, HT Welfare, Learning Support Team, Nominated Teachers</p> <p>Learning Support Team, Student Adviser, Assistant Student Adviser</p> <p>Student Adviser, Counsellor, Head Teacher Welfare, Nominated Teachers</p>

YEAR 9 FOCUS – WHO AM I? (Continued)

TIME	STRATEGY	DESIRED OUTCOMES	RESPONSIBILITY / EVALUATION
All Year	<ul style="list-style-type: none"> • Duke of Edinburgh Program – Hikes, Skills First Aid Training • PDHPE Program <ul style="list-style-type: none"> - Growth and Development - Cannabis - Relationships - Sexual Harassment - Hard Drugs - Mental Illness and Addition • Half Yearly, Yearly Reports • Cadets, SRC • Year Assemblies • Resilience Program – Targeted Students 	<ul style="list-style-type: none"> - Increased skills and resilience. - Analyse feedback from themselves and others on their feelings, beliefs and behaviour. - Use a variety of communication skills including assertiveness and conflict resolution, where appropriate. - Relate to others in a non-violent way. - Describe ways of acting within a personal value system while under pressure to use or not use drugs. - Describe how different relationships are important in meeting individual needs. - Describe the role of power in relationships. - Explain the influence of gender, age, cultural and social attitudes on relationships. - Value health. - Defend the need to make wise decisions that enhance health. - Appraise the values and attitudes of society in relationship to lifestyle and health. - Raise awareness of options and available assistance. - Improved understandings. - Top students congratulated by Principal. - Underachievers referred to Learning Support Team and progress assisted and monitored by Student Adviser. - Develop leadership skills and social responsibility. - Develop a sense of group identity, develop leadership skills and enhance communication skills. - Enhanced communication. Detection and recognition of physiological symptoms. Keeping calm. Cognitive restructuring. General problem solving. 	<p>D of E Coordinators</p> <p>PDHPE Faculty</p> <p>Student Adviser, Principal, Learning Support Team</p> <p>Respective teachers in charge.</p> <p>Student Adviser, Assistant Student Adviser, Students</p> <p>Counsellor</p>

YEAR 10 FOCUS – THE FUTURE, CAREERS

TIME	STRATEGY	DESIRED OUTCOMES	RESPONSIBILITY / EVALUATION
Term 1	<ul style="list-style-type: none"> • Geography/History Overnight Excursion 28 March –30March 	<ul style="list-style-type: none"> - Social development in lifestyle. Positive staff/student interaction. 	Faculties, Year Adviser
Term 2	<ul style="list-style-type: none"> • Winning Edge Strategies Alternate girls & boys program Brett Sanders /Armondo Hurley+ Jason Roughly Castle Hill Police Liason Officer 	<ul style="list-style-type: none"> - Enhanced communication. - Safe practices & resilience. - Responsible citizens 	Year Adviser
Term 3	<ul style="list-style-type: none"> • Parent/Teacher Night • Subject Selection • Work Experience – Week 5 –13- 18 August • Life Saving with Year 7- 13 & 14 September, Year 8 – 16 & 17 September • Senior blazer fitting & ordering -August 	<ul style="list-style-type: none"> - Understanding of HSC, UAI requirements and options. Make confident subject selection for Years 11 and 12. - Ability to function in a work situation. - Leadership skills. Social responsibility. 	<p>H T Welfare, Student Adviser, SRC Students</p> <p>Deputy Principal Curriculum/ Student Adviser</p> <p>Careers Adviser, Teachers</p> <p>PDHPE Faculty</p>
Term 4	<ul style="list-style-type: none"> • Year 10 Leadership Camp (22 Nov - 23 Nov) at Collaroy. • Castle Hill Police Liason Officer – Jason Roughly – Cyber crime , cyber safety & social networking • Final Recognition Assembly (TBA). • Year 10 Celebration - 7 December - Castle Hill RSL 	<ul style="list-style-type: none"> - Develop leadership skills and friendships. Develop a sense of personal and group identity. Identify with positive role models. Recognise how peer groups exert influence that affects the behaviour of their members. Identify qualities that characterise good friends. Recognise the importance of the peer group in decision making. -Group Bonding, Celebration. 	<p>Peer Support Coordinator, Student Adviser, Other Teachers</p> <p>Student Adviser</p> <p>Student Adviser, Formal Committee</p>

YEAR 10 FOCUS – THE FUTURE, CAREERS (Continued)

TIME	STRATEGY	DESIRED OUTCOMES	RESPONSIBILITY / EVALUATION
All Year	<ul style="list-style-type: none"> • Recognition Assemblies • Career Education - one period per week: <ul style="list-style-type: none"> - Academic performance requirements - "Where Am I Headed?" - Career/Subject choice HSC - UAI • Monitoring of Student Progress re School Certificate Requirements, Information to Student Adviser/Parents, Study Skills/Homework/Assessments, Underachievers • Individual Counselling/Support Groups • PD/H/PE Program: <ul style="list-style-type: none"> - Heart Health - Drugs in Sport - Alcohol 2 - Driver Education - Stress Management - Sports Injury - Loss, Grief and Suicide • Half Yearly, Yearly Reports • Cadets, SRC, Duke of Edinburgh • Year Assemblies • Formal Committee 	<ul style="list-style-type: none"> - Recognition of individual achievement. - Identify educational and career options that are potentially fulfilling. Demonstrate a positive view of the future. Development of student's full potential. - Identify specific individuals/concerns. Develop appropriate remediation programs. Involvement of parents. - Ability to cope with specific problems. - Behave as responsible road users. - Outline reasons for individual choices about lifestyle behaviours. - Value their health and that of others. - Appraise the values and attitudes of society in relation to lifestyle and health. - Describe positive ways of dealing with change and stress. - Explain the relationship between goal setting and productive life habits. - Recognise that decisions need to be made with regard to birth control. - Top students congratulated by Principal. - Underachievers referred to Learning Support Team and progress assisted and monitored by Student Adviser. - Develop leadership skills and social responsibility. - Develop a sense of group identity, develop leadership skills and enhance communication skills. - Leadership skills, social responsibility. 	<p>Student Adviser, Deputy Principal</p> <p>Careers Adviser</p> <p>Faculties, Student Adviser, Deputy Principal Curriculum, Learning Support Team</p> <p>Student Adviser, Counsellor, HT Welfare</p> <p>PDHPE faculty</p> <p>Student Adviser, Principal, Learning Support Team</p> <p>Respective teachers in charge</p> <p>Year Adviser, Students</p> <p>Year Adviser, Students</p>

YEAR 11 FOCUS – SKILLS FOR LIFE

TIME	STRATEGY	DESIRED OUTCOMES	RESPONSIBILITY / EVALUATION
TERM 1	Peer Support – All term Resilience SeminarY /Lead Careers assessment program	<ul style="list-style-type: none"> - Developing leadership skills conflict resolution - Awareness of demands of schools. - Developing resilience building strategies in students. - Identification of students at risk. 	Peer Support Coordinator Student Adviser Careers Adviser
TERM 2	<ul style="list-style-type: none"> • Peer Support Picnic – 21 May • Establish after consultation with Principal: <ul style="list-style-type: none"> - Formal Committee – organise venue for formal - Year 12 Yearbook Committee - Jersey Committee • Driving Education - TBA • Goal Setting / Motivation (TBA) • Parent Evening – (TBA) • Parent/Teacher Night 	<ul style="list-style-type: none"> - Leadership skills. Formal meeting procedure with minutes etc. Organisational skills. Social responsibility. - Awareness of their responsibilities to themselves and others. Developing of necessary skills for responsible decision making. - Ability to maximise performance in HSC course. Developing self motivation, goals. - Increase understanding of pressures and develop realistic expectations. - Enhanced communication. 	Student Adviser, Assistant Student Adviser PDHPE Student Adviser, Assistant Student Adviser. P&C, HT Welfare, Student Adviser Faculties
TERM 3	<ul style="list-style-type: none"> • Study Skills – 26 July • Election of Prefects • Structured Senior Assessment Guidelines and Counselling Students re their implementation. Study Skills Booklet issued. Studying for the NSW HSC – Board of Studies Booklet 	<ul style="list-style-type: none"> - Assessing personal strengths and weaknesses. Improved organisation and use of time. Learning strategies to cope with and avoid stress. - Social responsibility. - Identify HSC course of study and implications of UAI and study approaches. 	Student Adviser, Assistant Student Adviser Prefect Coordinator Deputy Principal Curriculum, Careers Adviser, Student Adviser

YEAR 11 FOCUS – SKILLS FOR LIFE (Continued)

TIME	STRATEGY	DESIRED OUTCOMES	RESPONSIBILITY / EVALUATION
Term 4	<ul style="list-style-type: none"> • Prefect Investiture • Identification of students for handwriting course. • Order Jerseys 	<ul style="list-style-type: none"> - Recognition of individuals. - Identify areas of concern. 	<p>Prefect Coordinator</p> <p>Student Adviser, Assistant Student Adviser</p>
All Year	<ul style="list-style-type: none"> • Counselling and Self Esteem Building for Selected Students • Coping with Exams • Peer Tutoring • HSC Procedures – Misadventures and Appeals • Monitoring of Student Progress re Preliminary/HSC Requirements <ul style="list-style-type: none"> - Information to Student Adviser/Parents - Underachievers - Mentoring Program • Recognition Assemblies • Support Unit Reading Programme • Half Yearly, Yearly Reports • Cadets, SRC, Duke of Edinburgh • Year Assemblies 	<ul style="list-style-type: none"> - Accept themselves as worthwhile and valuable individuals. Value their personal achievements. Accept activities that build self-esteem. Recognise the need for and adopt a set of values. Appreciate that they can achieve personal excellence. - Increased motivation. Effective study skills. Improved performance. - Expertise in explanation of information. - Understanding of requirements. - Identify students causing concern. Involve parents. Develop remediation programs. - Recognition of individual achievement. - Develop sense of responsibilities. Develop listening/reading skills. Increased communication / socialising. - Top students congratulated by Principal. - Underachievers referred to Learning Support Team and progress assisted and monitored by Student Adviser. - Develop leadership skills and social responsibility. - Develop a sense of group identity, develop leadership skills, enhance communication skills. 	<p>Student Adviser, Counsellor, Head Teacher Welfare, Learning Support Team</p> <p>Student Adviser</p> <p>Teacher In Charge</p> <p>Deputy Principal Curriculum, Faculties, Student Adviser</p> <p>Faculties, Student Adviser, Counsellor, Deputy Curriculum, Head Teacher Welfare</p> <p>Student Adviser</p> <p>Support Unit Coordinator</p> <p>Student Adviser, Principal, Learning Support Team</p> <p>Respective teachers in charge</p> <p>Year Adviser, Students</p>

YEAR 12 FOCUS – HSC AND BEYOND

TIME	STRATEGY	DESIRED OUTCOMES	RESPONSIBILITY / EVALUATION
Term 1	<ul style="list-style-type: none"> • Begin Yearbook Development • BOSLO Address – TBA • HSC Mentor Program – early Term 1 • Minimising HSC stress –TBA 	<ul style="list-style-type: none"> - Organisation. - HSC understanding. - Organisation. - Improve motivation and performance in specific areas. Awareness, realistic goals. 	<p>Student Adviser, Assistant Student Adviser</p> <p>Student Adviser, Assistant Student Adviser</p> <p>Student Adviser, Learning Support Team</p>
Term 2	<ul style="list-style-type: none"> • Tertiary Awareness Market • Camp (28th -29th June) • Organise: <ul style="list-style-type: none"> - Jerseys - Arrive Week 6 - Finalise Yearbook - Get suggestions for school gift and organise amount of money and method of fundraising. 	<ul style="list-style-type: none"> - Awareness of career options. - Improve resilience amongst students, allow opportunities. - Responsibility for self and peers. 	<p>All Faculties</p> <p>Careers Adviser</p> <p>Student Adviser, Assistant Student Adviser</p> <p>Student Adviser, Assistant Student Adviser</p>
Term 3	<ul style="list-style-type: none"> • Parent Teacher Night • Complete reference information for teachers • Formal money due/picnic money due • Picnic at Homebush • Final Assembly 	<ul style="list-style-type: none"> - Improve communication, parent involvement - Meaningful references for students. - Organisation. - Group bonding for Year 12 and staff. - Recognition of Achievement. 	<p>Student Adviser, Assistant Student Adviser</p> <p>Student Adviser, Assistant Student Adviser</p> <p>Student Adviser, Assistant Student Adviser</p> <p>Student Adviser, Assistant Student Adviser</p>

YEAR 12 FOCUS – HSC AND BEYOND (Continued)

TIME	STRATEGY	DESIRED OUTCOMES	RESPONSIBILITY / EVALUATION
Term 4	<ul style="list-style-type: none"> • References finalised • HSC Examination • Collection of Texts, Issue References-Sign Out Day - 9:30 - 11:30 am – TBA • Formal (TBA) • “Back to Baulko” to Celebrate Results (Week 10 – BBQ) 	<ul style="list-style-type: none"> - Group Booking. - Recognition and group bonding. 	<p>Student Adviser, Principal, SAO</p> <p>Student Adviser, Assistant Student Adviser, Staff</p> <p>Student Adviser, Head Teachers and Teachers</p>
All Year	<ul style="list-style-type: none"> • Group/Individual Counselling • Monitoring of Students - Underachievers • Recognition Assemblies • HSC Procedures – Appeals, Misadventure, Assessment Information • Year Assemblies • Cadetships/Scholarships/Possible Career Avenues/ University Choices/UAI Information • Educational Access Scheme • Formal Committee, Jersey Committee, Yearbook Committee • Selection of students for awards, Rotary, Lions club, etc. 	<ul style="list-style-type: none"> - Ability to cope with specific problems. - Improved motivation, organisation and performance. - Recognition of individual achievement. - Enhance learning through awareness. - Develop a sense of group identify, develop leadership skills, enhanced communication skills. - Awareness of options available. - Awareness of options available. - Leadership skills. Organisational skills. Social responsibility. - Recognition of student achievement. 	<p>Student Adviser, Assistant Student Adviser, Counsellor, H T Welfare</p> <p>Student Adviser, Assistant Student Adviser</p> <p>Student Adviser, Assistant Student Adviser</p> <p>Deputy Principal</p> <p>Student Adviser, Assistant Student Adviser</p> <p>Careers Adviser</p> <p>Careers Adviser</p> <p>Student Adviser, Assistant Student Adviser</p> <p>Principal, Student Adviser, Assistant Student Adviser</p>